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ABSTRACT

This document is a report on the self-assessment of the 2000-2001 Partnership for Excellence (PFE) program conducted by Cabrillo College (California). The PFE program addresses the community college's goals, with direct emphasis on transfer programs, degrees and certificates awarded, student course completion, workforce development, and basic skills courses. This report provides information on five items of the PFE that the Chancellor of the California Community Colleges requested: (1) the district priorities for the PFE program; (2) the racial and ethnic composition of the student population; (3) demographics (level of education and race/ethnicity) for the surrounding community; (4) district-level goals for the PFE program; and (5) district performance for 1999-2000. Results indicated that: (1) the college spent approximately $3 million to fund the PFE program, with 38% going toward student course completion; (2) PFE funds are also used to recruit high quality faculty and staff; (3) the student population at Cabrillo is predominantly white (67.1%), with Hispanic students as the next largest percentage of the population (20.9%); (4) the surrounding community is also predominantly white--over 50% has college experience; (5) the college showed success in all goals except basic skills completion--student attrition and early transfer were given as reasons for this lower success. The report includes five tables of statistics. (MKF)

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ED 463 017

CABRILLO COLLEGE SELF-ASSESSMENT OF PARTNERSHIP FOR EXCELLENCE

In response to the call from Chancellor Tom Nussbaum, Cabrillo College conducted self-assessment of the impact of Partnership of Excellence (PFE) related to the areas specifically requested by the Chancellor. This report discusses the assessment of those areas in detail.

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Item I. A. What were the District priorities for the Partnership in terms of policies, programs, and/or practices.

The Partnership for Excellence targets, to a large extent, overlapped with the mission of Cabrillo College. Therefore, Cabrillo College guided the Partnership of Excellence efforts based on both the college mission and the specific requirements of PFE. The college analyzed the benchmarks of performances in each of the five target areas provided by the Chancellor's Office for year 1995-1996. The College Planning Council and the component heads worked with the faculty and staff to allocate the PFE funding based on identified priority areas with strong emphasis on increasing the support for course completion. This goal was chosen, as it is the gateway to achieving the goal of Transfer and the goal of Degrees and Certificates. The second emphasis was placed on the goal of Basic Skills since those courses are truly the access points for all other goals. Data from Cabrillo College maintained CCC411.net showed that ¼ of our graduates have taken at least one basic skills course. In addition, strengthening the area of course completion will assist in the improvement of the Basic Skills goal.

The Report on Local Investment of Partnership Funds, compiled by the Business Office of the college, indicates the funding spreading across all five target areas (goals) with more than 38% going toward the Course Completion area.

Table One: Expenditure by Goal Area

	Goal Totals	% of Total
Goal 1 – Transfer	$542,607	18.5%
Goal 2 – Degrees & Certificates	$484,894	16.5%
Goal 3 – Course Completion	$1,126,956	38.4%
Goal 4 – Workforce Development	$441,552	15.1%
Goal 5 – Basic Skills	$336,017	11.5%

The distribution of funds has followed a similar pattern since 1998. This pattern of resource allocations represents the spirit of the college mission very well and reflects our serious effort to increase student success. Resources supported by PFE funds were used to support a variety of academic and student support services, including the Tutorial Center, among others. In 1999-2000, PFE funds assisted with recruitment and employment of 10 new Tenure-track Faculty and 4 Classified Staff. In 2000-2001, funding assisted with recruitment and employment of another 19 new Tenure-track Faculty and 18 Classified Staff. As a result, all underrepresented minority students, except for Asian students, have steadily and significantly increased their success rates in Basic Skills courses from 1996 to 2000.

Item I. B. Racial and Ethnic Composition of the Student Population.

The overall student body of the college mirrors the ethnic composition of the service district. Hispanic students are by far the largest underrepresented student group at 20.9% in Spring 2001. The overall underrepresented population is 28.2% as of Spring 2001, and is increasing.

The service area, Santa Cruz County, is situated at one of the most expensive places to live. Median housing costs well over $400,000 create barriers to faculty recruitment and retention. Competition is stiff with those schools in the central valley where the salaries are equivalent yet housing is 30% of what it is here. At Cabrillo we are constantly looking for avenues to increase salaries so that our faculty and staff can afford housing.

Table Two. Ethnic Composition by Term.

	African-American		Asian		Filipino		Hispanic		Native American		Other		Unknow		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Fall 1993	164	1.3	460	3.7	150	1.2	2119	16.8	164	1.3	135	1.1	3	0.0	9397	74.6	**12592**
Spring 1994	204	1.6	478	3.7	146	1.1	2247	17.2	155	1.2	129	1.0	4	0.0	9701	74.3	**13064**
Fall 1994	214	1.7	509	4.0	134	1.0	2272	17.8	177	1.4	150	1.2	3	0.0	9303	72.9	**12762**
Spring 1995	229	1.7	511	3.9	159	1.2	2440	18.5	180	1.4	145	1.1	4	0.0	9524	72.2	**13192**
Fall 1995	217	1.8	462	3.8	170	1.4	2400	19.8	161	1.3	134	1.1	13	0.1	8575	70.7	**12132**
Spring 1996	233	1.7	509	3.7	189	1.4	2553	18.5	184	1.3	161	1.2	27	0.2	9981	72.1	**13837**
Fall 1996	201	1.6	470	3.7	162	1.3	2507	19.6	172	1.3	172	1.3	24	0.2	9060	71.0	**12768**
Spring 1997	193	1.4	509	3.7	186	1.4	2623	19.2	184	1.3	200	1.5	18	0.1	9734	71.3	**13647**
Fall 1997	178	1.3	498	3.7	174	1.3	2651	19.5	187	1.4	181	1.3	41	0.3	9688	71.2	**13598**
Spring 1998	172	1.3	516	3.8	166	1.2	2615	19.3	180	1.3	198	1.5	61	0.4	9661	71.2	**13569**
Fall 1998	181	1.3	490	3.6	167	1.2	2779	20.2	197	1.4	196	1.4	103	0.7	9654	70.1	**13767**
Spring 1999	164	1.2	539	3.9	157	1.1	2708	19.5	196	1.4	193	1.4	130	0.9	9831	70.6	**13918**
Fall 1999	189	1.4	510	3.7	161	1.2	2777	20.2	177	1.3	200	1.5	321	2.3	9381	68.4	**13716**
Spring 2000	201	1.4	534	3.7	168	1.1	2963	20.3	187	1.3	226	1.5	328	2.2	9999	68.5	**14615**
Fall 2000	170	1.3	488	3.6	176	1.3	2869	21.6	156	1.1	216	1.6	378	2.8	9168	66.7	**13010**
Spring 2001	185	1.3	539	3.7	172	1.2	3047	20.9	177	1.2	236	1.6	452	3.1	9793	67.1	**14601**

Item I. D. General demographics for the community that most influences the student populations in the college including: Level of education in community, Socioeconomic status information re the community, Racial and ethnic composition of the community.

The geographically isolated county of Santa Cruz is divided ethnically, economically, and academically north and south. A recent survey of the entire county shows over 50% of the population having some college experience and 43% of the population with college degrees. However, the south county immigrant population has increased significantly. Local industry reports that many of those residents come to this country with no more than a 4th grade education from Mexico. The south county is generally agricultural, Hispanic, Catholic. The north is generally Anglo, protestant, and supported by small business. Since the beginning of the college in 1959, the south of the county has been underserved. Those residents would not travel to mid county to attend college for a variety of reasons. In addition, the large and growing immigrant population in the south county has unique needs. The college has made concerted efforts to increase the south county participation rate from 3.5% in 1994 to current 7.5%. This growth is largely due to the expansion of the Watsonville Center and most recently tapped into the PFE funds for building an integrated learning center. In addition, the college devoted time and resources to outreach and student retention. The college organizes on-going meetings with high school principals, High School Days and a variety of other activities to broaden its reach and increase student success.

Item II. A. District-level Goals for Contributing to Each of the Statewide Partnership Goals.

In 1998, Cabrillo College established annual goals based on the Chancellor's Office's projected increases from the baseline in 1995-1996 and to the final year of 2005-2006 for all five goal areas. The annual goals represented the increments in the 10 years in between. Other colleges, such as Mission, adopted similar approaches. Setting a goal solely dependent on the state trend may not always be in agreement with reality since many other factors influence outcomes. This fact became evident as real data were collected in subsequent years. We believed that having goals that were in step with those of the state gave the college a good starting point upon which to monitor and reflect our progress. Table Three contains the projected goals based on increments. The college did not approach the Basic Skills Improvement goal using the above method. The reason was that there was a large number of students who may have left Cabrillo College and completed their sequential courses elsewhere for which we have no information. After extensive discussion, the college chose to include basic skills in its master plan goals, using criteria that consider only those who successfully completed their basic skills courses and stayed to complete their sequential courses.

Table Three (A, B, C, D). State Goals and Cabrillo College Goals.

A) TRANSFER	95-96	96-97	97-98	98-99	99-00	00-01
Total Transfers		749	776	802	829	855
CSU Transfers		445	461	476	492	508
UC Transfers		304	315	326	337	347
Transfer Prepared				924	959	993

B) DEGREE/CERTIFICATE	95-96	96-97	97-98	98-99	99-00	00-01
All Awards		669	696	723	750	777
Degrees Only		566	589	612	635	658
Certificate Only		106	111	115	119	124

C) COURSE COMPLETION	95-96	96-97	97-98	98-99	99-00	00-01
Overall	66.96	67.2	67.5	67.8	68.07	68.35
Transfer	68.41	68.7	69.0	69.2	69.51	69.78
Vocational	71.60	71.9	72.2	72.5	72.84	73.16
Basic Skill	57.49	57.7	58.0	58.2	58.47	58.71

D) WORKFORCE DEVELOPMENT	95-96	96-97	97-98	98-99	99-00	00-01
SAM A + B	8236	8502	8778	9061	9354	9656
SAM B LINEAR	1571	1622	1675	1729	1785	1843
SAM C LINEAR	6665	6880	7103	7332	7569	7813

Item II. B. District's Performance for 99-00, as Compared to the District's Goals.

The college chose to set goals based on the rate of increase for all goals areas statewide set by the Chancellor's Office in the mid-1990s. They neither include consideration for local factors nor any revisions the Chancellor's Office made to the statewide goals. When comparing college goals to the outcomes published in *the System Performance of Partnership Goals* Report, dated 2001, it appears that the college did not meet the transfer goals. However, a review of the actual transfer statistics provided by the National Student Clearing House shows the college is actually 90% over the stated goal. The degree and certificate data reflect the fact that the college was not yet able to implement the degree audit function of Datatel. The function was poised to increase the awards by at least 25%, which would have been more than adequate for meeting the college goals. Considering the goal of Course Completion, the college did not reach its stated goal. It must be noted that the college made a steady increase from the base year to 1998-1999 when the college computer system was converted. At this point in time all college statistics decreased. All personnel involved with the conversion know of the issue, yet have not been able to precisely find the problem.

Table Four. Goal Attainment.

	Goal for 99-00	Outcome 99-00	Diff	Outcome per NSC	Diff
TRANSFER					
Total Transfers	829	594	(235)	**1571**	742
CSU Transfers	492	353	(139)	**572**	80
UC Transfers	337	241	(96)	**555**	218
Private/Independents				**444**	
Transfer Prepared	959	755	(204)		
DEGREE/CERTIFICATE	Goal for 99-00	Outcome 99-00			
All Awards	750	699	(51)		
Degrees Only	635	601	(34)		
Certificate Only	119	83	(36)		
COURSE COMPLETION	Goal for 99-00	Outcome 99-00			
Overall	68.07	67.71	(0.36)		
Transfer	69.51	68.03	(1.48)		
Vocational	72.84	75.78	2.94		
Basic Skills	58.47	63.17	4.7		
WORKFORCE DEVELOPMENT	Goal for 99-00	Outcome 99-00			
SAM A + B	9354	12345	2991		
SAM B	1785	1705	(80)		
SAM C	7569	10640	3071		

The year 1999-2000, as stated above, saw a number of goal achievements not particular favorable to Cabrillo College. This was the year the college installed and brought live the new computer system, DataTel. An examination of a year other than 1999-2000 may be more meaningful. With data from 2000-2001 not available, this study chose to take a look at how goals were being accomplished prior to 1999-2000. Table Five represents a comparison of the initial goal in 1995-1996 to the goal accomplishment in a year earlier.

Table Five. Goal Accomplishment in 1998-1999.

A) TRANSFER	95-96 Goal	98-99 Actual	Diff	NSC Data	Diff
Total Transfers	723	603	(120)	1005	282
CSU Transfers	455	362	(93)	522	67
UC Transfers	268	241	(27)	483	215
Transfer Prepared	N/a	711	N/a		

B) DEGREE/CERTIFICATE	95-96 Goal	98-99 Actual	Diff
All Awards	642	692	50
Degrees Only	541	579	38
Certificate Only	101	108	7

C) COURSE COMPLETION	95-96 Goal	98-99 Actual	Diff
Overall	66.96	69.45	2.49
Transfer	68.41	70.56	2.15
Vocational	71.60	74.10	2.5
Basic Skill	57.49	64.36	6.87

D) WORKFORCE DEVELOPMENT	95-96 Goal	98-99 Actual	Diff
SAM A + B	8236	10357	2121
SAM B LINEAR	1571	1704	133
SAM C LINEAR	6665	8653	1988

Table Five presents an entirely different picture. Cabrillo College has reached PFE goals in every single category. What a difference a year makes! The overall success rate increased by 2.49%, which represents a total of 2,088 enrollments using 1998-1999 data. In other words, 2,088 more courses enrollments received success grades of A, B, C, and CR compared to baseline year of 1995-1996. The additional overall successful completion of 2,121 in Workforce Development was also impressive. The count of 2,121 represents an increase of 25.7% from 1995-1996. ◩

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